

PART III

☐ Applications for Federal Funds

Note:

As part of the application for federal funds, LEAs are required to submit the “Proposed Grant Budget” forms for Sections 611 and 619 funding, and the “Excess Costs and Maintenance of Effort Requirements” form. (NOTE: SOPs and the Virginia Schools are not required to submit the “Excess Costs and Maintenance of Effort Requirements” form.) This year, for an annual plan to be considered received in “substantially approveable” form, the above-referenced forms must be submitted as part of the application for federal funds, and they must be submitted electronically via the Online Management of Education Grant Awards (OMEGA) System. These forms may be submitted via OMEGA beginning March 1, 2006. To submit the “Proposed Grant Budget” forms, and the “Excess Costs and Maintenance of Effort Requirements” form using OMEGA, an “OMEGA User Permission Form OP1” must be completed to establish user access. Instructions for completing the user permission form and online training opportunities are available at www.doe.virginia.gov/VDOE/omega. Please mail the completed form to the following address no later than February 1, 2006:

Department of Education
Attn: Accounting Department
P.O. Box 2120
Richmond, Virginia 23218-2120

Questions regarding entering data via OMEGA should be addressed to Omega Support, at omega.support@doe.virginia.gov.

REQUIRED DOCUMENTS

(Assemble and submit in the following order. Do NOT return appendices.)

Section 1.

General Assurance & Compliance Documents

- Submission Statement/Signature Page**
- Excess Costs and Maintenance of Effort**
- GEPA Assurance**
- Lobbying, Debarment/Drug-free Work Place Certification**

Section 2.

Instructions and Application for IDEA Part B Section 611 Funds (Flow-through funds)

Section 3.

Instructions and Application for IDEA Part B Section 619 Funds (Preschool funds)

SECTION 1

GENERAL ASSURANCE & COMPLIANCE DOCUMENTS

SUBMISSION STATEMENT

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), a local educational agency, which desires to receive funds under the Act, must provide the following assurances:

- (1) The attached Application for Part B Funds under the provisions of IDEA has been approved by the _____ on _____.
Name of School Board (if LEA) Date
- (2) The education agency shall be responsible for (1) the control of funds provided under part B of the Act; (2) title to property acquired with those funds; and (3) the education agency will administer such funds and property.
- (3) The education agency shall maintain records which show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the education agency with state and local funds.
- (4) The education agency shall maintain records and afford access to those records the State Educational Agency may find necessary to ensure the correctness and verification of the information required under this Act.
- (5) The education agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application shall be made available for public inspection.
- (6) The education agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
- (7) The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
- (8) The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
- (9) No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied and benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
- (10) The policies and programs established and administered by the education agency shall meet eligibility requirements for assistance under this Act.

- (11) The education agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA '04.
- (12) The education agency will ensure that projects involving construction, are not inconsistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.
- (13) The educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
- (14) The educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

Authorized Signature*

Date

(Name typed or printed)

(Title)

***Division Superintendent or SOP Director**

LEA (Note: SOPs do not submit this page.)

EXCESS COSTS & MAINTENANCE OF EFFORT REQUIREMENTS

Excess Costs

NOTE: SEE APPENDIX C. FOR THE EXCESS COST COMPUTATION FORM. Do NOT submit the computation form with this application. The computation form should be maintained in your school division for audit purposes. Submit **ONLY** the information requested below:

Provide the 2004-2005 average expenditure per student **WITH** a disability.

Elementary

\$ _____

Secondary

\$ _____

Provide the 2004-2005 average expenditure per student **WITHOUT** a disability.

Elementary

\$ _____

Secondary

\$ _____

Maintenance of Effort

Provide total **state and local expenditures** for the school division's total special education program for the years designated below.

School Year 2004-2005

\$ _____

School Year 2005-2006
(estimated)

\$ _____

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF
STEPS TO OVERCOME THEM IN ACCORDANCE
WITH PROVISIONS IN SECTION 427 OF
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of Title II, the General Education Provisions Act (GEPA), enacted as a part of the 2001 No Child Left Behind Act amendments to the Elementary and Secondary Education Act of 1965, to address equity concerns that may affect full participation of potential program beneficiaries (teachers, students or parents) in designing their federally-assisted projects. Section 427 requires identification of barriers to full participation, if any, and a description of steps taken, or that will be taken to overcome them. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Several strategies that may be used to overcome barriers that might affect participation of individuals described by these characteristics are identified on this form. (In this document, race and color have been combined. At the division's discretion, the two characteristics may be treated separately). Space has been provided for the division to describe other strategies, if any, to overcome barriers that might exist related to the identified characteristics, and to identify other barrier subjects and provide a descriptive statement of corrective steps related to overcoming those barriers. If the division deems it necessary, a more detailed description of a barrier related to any one of the identified characteristics may be provided in the blank space allocated below the characteristic.

Check all of the federally-assisted program areas to which the attached GEPA statement applies	--
Improving the Academic Achievement of the Disadvantage -- Title I-Basic	
Title I- Even Start	
Title I- Migrant	
Title I- Neglected or Delinquent	
Title II-The Eisenhower Professional Development Program	
Title IV-Safe and Drug Free Schools and Communities	
Title VI-Innovative Education Program Strategies	
Stewart B. McKinney Homeless Assistance Act, Part B-Education for Homeless Children and Youth	
Title II-The Carl D. Perkins Vocational and Applied Technology Education Program	
Title III, Part A, Subpart 2 ESEA: Technology Literacy Challenge Fund	
Title III, Part B, Star Schools Program	
IDEA	
Comprehensive School Reform Demonstration Grant	

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
____ GENDER	____ RACE AND/OR COLOR	____ NATIONAL ORIGIN
<p>Provide awareness-of/sensitivity-to issues of gender bias through ____ Workshops ____ Exchange programs ____ group counseling ____ individual counseling other _____</p> <p>Provide awareness of people functioning in non-traditional roles/jobs/professions through ____ Shadowing ____ Mentorships ____ Internships ____ field trips ____ awareness/career days ____ advisory committees ____ highlighting current/former students who have succeeded in non-traditional jobs ____ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles other _____</p> <p>Encourage participation in all programs and activities through ____ active recruitment of under-represented genders ____ providing transportation or child care ____ exchanges between educators and business representatives other _____</p> <p>Ensure appropriate representation of genders ____ in all activities ____ in all instructional materials ____ in all promotional materials other _____</p>	<p>Provide awareness-of/sensitivity-to issues of race/color bias through ____ Workshops ____ exchange programs ____ group counseling ____ individual counseling other _____</p> <p>Provide awareness of people of different racial/color groups functioning in all roles/jobs/professions through ____ Shadowing ____ Mentorships ____ Internships ____ field trips ____ awareness/career days ____ advisory committees ____ highlighting current/former students who have succeeded in non-traditional jobs ____ tours of school facilities, classrooms, laboratories that prepare students for nontraditional roles other _____</p> <p>Encourage participation of all students and staff, regardless of race or color, in all programs and activities through ____ active recruitment of under-represented groups ____ added support such as providing transportation or child care ____ exchanges between educators and business representatives other _____</p> <p>Ensure appropriate representation of all races and colors ____ in all activities ____ in all instructional materials ____ in all promotional materials other _____</p>	<p>Provide awareness-of/sensitivity-to issues of cultural and social differences related to ethnicity/national origin through ____ workshops ____ exchange programs ____ group counseling ____ individual counseling other _____</p> <p>Provide awareness of people of different nationalities functioning in all roles/jobs/professions through ____ shadowing ____ mentorships ____ internships ____ field trips ____ awareness/career days ____ advisory committees ____ highlighting current/former students of different nationalities who have succeeded in their chosen career ____ tours of school facilities, classrooms, laboratories that prepare students for jobs and careers other _____</p> <p>Encourage participation of all students and staff, regardless of national origin, in all programs and activities through ____ active recruitment of under-represented ethnic groups ____ added support such as providing transportation or child care ____ providing program information in home language ____ exchanges between educators and business representatives other _____</p> <p>Ensure appropriate representation of all nationalities ____ in all activities ____ in all instructional materials ____ in all promotional materials other _____</p>

GENERAL EDUCATION PROVISIONS ACT STATEMENT AS REQUIRED UNDER SECTION 427

CHECK IDENTIFIED SUBJECT OF BARRIER		
CHECK STEPS TAKEN TO OVERCOME EACH BARRIER IDENTIFIED BELOW		
____ DISABILITIES	____ AGE	____ OTHER FACTORS THAT MIGHT LIMIT PARTICIPATION
<p>Identify accommodations ____ in the IEP ____ in the 504 plan</p> <p>Provide program activity materials ____ in Braille ____ in large print ____ on audio tape ____ on video tape</p> <p>____ Provide accommodations required in Americans with Disabilities Act or 504</p> <p>Provide program accessibility to students/staff with disabilities through ____ Orientation and mobility training ____ interpreter services ____ closed captioning ____ assistive technology devices ____ personal assistants ____ program accessibility ____ early identification and intervention ____ elimination of architectural barriers</p> <p>Provide awareness-of/sensitivity-to issues of bias related to disabilities through ____ Workshops ____ exchange programs ____ group counseling ____ individual counseling other _____</p> <p>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues through ____ equitable hiring practices ____ equitable assignment of responsibilities ____ workshops ____ special activities ____ group counseling ____ individual counseling other _____</p> <p>Ensure appropriate representation of people with disabilities ____ in all activities ____ in all workshop materials ____ in all promotional materials other _____</p>	<p>Provide awareness-of/sensitivity-to issues of bias related to issues of age and the aging process through ____ Workshops ____ exchange programs ____ group counseling ____ individual counseling other _____</p> <p>Ensure that personnel/other administrators are aware of and refrain from unfair activities related to issues of age through ____ equitable hiring practices ____ age-free assignment of responsibilities ____ workshops ____ special activities ____ group counseling ____ individual counseling other _____</p> <p>Ensure objective and positive representation of age groups ____ in all activities ____ in all workshop materials ____ in all promotional materials other _____</p>	

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 34 CFR Part 82, Sections 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85.105 and 85.110—

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and
- B. Where the applicant is unable to certify to any of the statement in this certification, he or she shall attach an explanation to this application.**
-

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:**
- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
- Any available drug counseling,

- rehabilitation, and employee assistance programs; and
- (3) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

C.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant	PR/Award Number and/or Project Name
Printed Name and Title of Authorized Representative	
Signature	Date

- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- (B) The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.506 and 85.610 –

- A. As a Condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S. W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant

ED 80-001312/9

SECTION 2

INSTRUCTIONS AND APPLICATION FOR IDEA PART B SECTION 611 FUNDS (FLOW-THROUGH FUNDS)

(Grant Period: July 1, 2006 – Sept. 30, 2008)

VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funding) APPLICATION
JULY 1, 2006 – SEPTEMBER 30, 2008

LEA/SOP (or Fiscal Agent) Name: Three Digit Code Number: _____ Address:	PROJECT DIRECTOR Name _____ Email _____ Fax _____ Telephone (_____) _____						
If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs/SOPs and the amounts to be combined into a single award. Individual letters from the participating LEAs/SOPs authorizing release of funds to the designated fiscal agent must accompany this application. Note: All participating agencies must still complete and return all documents contained in Part III – 2006-2007 Annual Special Education Plan.							
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;"><u>Participating Agency Name</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Code Number</u></th> <th style="text-align: left; border-bottom: 1px solid black;"><u>Amount Released</u></th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>		<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>			
<u>Participating Agency Name</u>	<u>Code Number</u>	<u>Amount Released</u>					
STATE EDUCATIONAL AGENCY ACTION (To be completed by State educational agency)							
DATE RECEIVED	SEA OFFICIAL	REVISIONS Y: N	DATE APPROVED				

PROPOSED USE OF 2006-2008 Part B, Section 611, Flow Through FUNDS

(Add additional sheets as necessary.)

List and briefly describe all personnel (i.e. teachers, instructional assistants, administrators, clerical, support personnel, and other) to be supported in whole or in part with grant funds (with proposed budget amounts and FTEs).

Briefly describe all additional activities, goods and services (with proposed budget amounts) to be supported with grant funds.

FORM SE006 - PROJECT BUDGET (following page)

Complete Form SE006, column C, by allocating grant funds to object code categories 1000 through 8000. Descriptions of object code categories are provided in Appendix D. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the applicant agency who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, to be purchased with grant funds.

Provide information on proposed out-of-state/country travel to be supported with grant funds.

Note: Where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and seek specific approval at a later date (prior to purchase or travel).

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow Through Funds (July 1, 2006 – September 30, 2008)

Applicant Name: _____ Applicant 3-digit Code Number: _____

Contact Person Name: _____ Contact Person Title: _____

Telephone No.: _____ E-mail: _____ Fax No.: _____

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000		
Employee Benefits	2000		
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>			

Proposed Equipment: (List items costing \$5,000 or more):

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #: -0506FT	Payee Code #:
SEA Official:	CFDA#: 84.027A	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

PROJECTED Part B, Section 611 SET-ASIDE CALCULATION & Participation of Private School Children

(NOTE: THIS IS A PROJECTION. ACTUAL SET-ASIDE COMPUTATIONS WILL BE SUBMITTED AFTER AWARD AMOUNT IS KNOWN.)

IDEA requires that each school division spend a proportionate amount of its flow-through funds on special education students who are unilaterally enrolled by their parents in private schools. Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. For example, if the population of students with disabilities who are parentally placed in private school in an LEA's jurisdiction comprises 2 percent of the total population of disabled students in the LEA, then the LEA must set aside a total of 2 percent of its flow-through funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside amount is based on the number of children ages **3-21**.

The set-aside is intended for children who are attending private schools. Children who are preschool age and being served in childcare centers should not be included in the calculation of the private school set-aside. Any preschool age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. If the facility has a license to operate as a day care center it should not be considered a private school.

Formula for determining set-aside

1. Number of parentally placed students with disabilities in private schools:

- a. # Eligible students in private schools receiving services on 12/01/05
(Use 12/01/05 Child Count data as the source for this entry) _____
- b. # eligible students in private schools not receiving services on 12/01/05 _____
- c. Total eligible students with disabilities placed by parents in Private schools _____
- (a + b) _____

2. Total number of eligible students with disabilities in jurisdiction:

- d. # eligible students receiving services on 12/01/05 (use 12/01/05 Child Count data as the source for this entry) _____
- e. # eligible students **not** receiving services on 12/01/05
(same number as line b. above) (same as b) _____
- f. Total number of eligible students with disabilities in Jurisdiction _____
- (d + e) _____

3. Amount of required private school set-aside:

$$\left(\frac{\text{line c}}{\text{line f}} \right) \times \$ \text{flow-through allocation (projected for 2006-2007)} = \$ \text{set-aside}$$

4. Description of Services: List the services to be provided with the private school set-aside. Attach additional sheets as necessary.

5. Describe how the school division will meet the IDEA requirements for participation of students enrolled in private schools, i.e., the school division's decision as to what services and which children will be served with the set aside.
6. Describe the time frame for consultation with representatives of private school children.
7. Describe evidence that the school division has initiated contact with representatives of private school children in the agency's jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.)
8. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Include a summary of the recommendations of the representatives of private school children.
9. Indicate the number of students enrolled in private schools and who are home schooled who have been identified as eligible to receive benefits under the program.
10. Indicate the number of students enrolled in private schools or who are home schooled who will receive benefits under the program.
11. Identify the places and times that the students will receive benefits under the program.
12. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
13. Describe how the services will be evaluated.
14. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

APPENDIX A

ADDITIONAL INSTRUCTIONS – FLOW-THRU APPLICATION

**ADDITIONAL INSTRUCTIONS FOR
PART B, SECTION 611, FLOW-THROUGH APPLICATION FOR 2006-2007**

PROJECTED GRANT AWARD

The amount of flow-through funds to be allocated to your school division/SOP is based on a revised formula required under the IDEA Amendments of 1997. **We recommend that you base your 2006-2007 budget on the same amount received in 2006-2007.**

Grant awards will be issued upon receipt of funds from USDOE and DOE approval of local school division or state operated program: 1) policies and procedures, 2) Local Improvement Plan/Annual Plan and 3) application for use of the funds. Awards will be made upon a determination that the local school division or state operated program has met the entire eligibility requirements of IDEA.

In order for your division/SOP to receive funding under Part B of the Individuals with Disabilities Education Act (IDEA), **all** sections of this application must be completed in accordance with Federal and State funding requirements.

ADDITIONAL INSTRUCTIONS

Re: Excess Costs & Maintenance of Effort Requirements - Each school division must use funds provided under Part B Flow-Through Funds only for costs that exceed the amount computed under 34 CFR Section 300.184 (P. L. 94-142) and which are directly attributable to the education of children with disabilities. The excess cost computation forms (APPENDIX C) **may be used to assist divisions in computing their excess costs, but these forms should be retained locally and NOT submitted with this application.** 2004-2005 expenditure data are to be used in computing excess cost figures.

Re: Narrative description of proposed use of project funds - Provide a SUCCINCT description of how funds will be used during the grant award period. The information provided here, and on Form SE006, will form the basis for approval of subsequent reimbursement requests submitted following grant award. Should changes in your project be necessary following approval of this application, amendment requests may be submitted in accordance with the policies and procedures in effect at that time.

Re: Personnel paid from project funds - Be sure to clearly indicate percentages of salaries (FTEs) to be covered by Part B funds. For personnel who do not spend 100% of their time serving children with disabilities, only the amount of time (i.e. percentage of salary and fixed charges) spent serving children with disabilities may be charged to Part B funds.

Re: Equipment purchases – Approval for specific items of equipment is required for items costing \$5,000.00 or more. You must obtain approval of each equipment item prior to purchase. For items not included in this application, approval must be obtained later, and prior to purchase, by amending this application in accordance with the policies and procedures in effect at that time.

Re: Projected Set-Aside Calculations – Complete this form per instructions on the form. Actual set-aside calculations will be computed and reported following your grant award.

Applicants are encouraged to consider budgeting for “indirect costs” (restricted rate). Please consult with your school division’s chief financial officer for information pertinent to indirect costs and the restricted cost rate(s) computed for your school division.

APPENDIX B
EXCESS COSTS DETERMINATION INSTRUCTIONS/FORMS

EXCESS COST – FORMS JB.002 A AND B

The purpose of this form is to compute the minimum amount that a local education agency must spend (per disabled student) from State and local funds in accordance with Part B rules and regulations. The calculation must be made separately for elementary and secondary students.

Form JB.002A begins with expenditures as reported on the Annual School Report for the most recent preceding year. Expenditures from federal funds and certain state and local funds are then eliminated. The result is the total State and local funds spent for special and regular education.

On Form JB.002B the total amount is to be further classified by level of student, elementary, or secondary, and by regular or special education expenditures within each level. To the extent that records are available, the amounts so classified should represent the actual expenditures for each category. However, it is recognized that not all expenditures can be readily identified according to these categories. Therefore, some assumptions must be made to facilitate the calculation.

FORM JB.002A – AMOUNT OF STATE AND LOCAL EXPENDITURES

(All amounts are those expended in the most recent preceding year.)

- Column a: List expenditure totals from the corresponding account numbers of the Annual School Report. The account numbers are referenced in the column headed “Annual School Report Code.”
- Column b: For each type of expenditure, list the total of all expenditures from funds awarded under Part B of the Act, Title I and other Federal programs for the disabled.
- Column c: For each type of expenditure, list the total of all expenditures from federal, State, and local funds for bilingual education.
- Column d: For each type of expenditure, list the total of all expenditures from federal State, and local funds for the educationally deprived.
- Column e: For each line, add the amounts in columns b, c, and d.
- Column f: For each line, subtract the amount in column e from the amount in column a. The result should be the amount of State and local funds expended for regular and special education.

FORM JB.002B – ALLOCATION OF EXPENDITURES

The purpose of this form is to compute the minimum that a local education agency must spend for the education of elementary students with disabilities and for secondary students with disabilities. The first step is to determine the amount of State and local funds expended in the most recent preceding year for:

Elementary Regular Education
Elementary Special Education
Secondary Regular Education
Secondary Special Education

Where records are not available to directly identify the amount of expenditures by the above program categories, an allocation may be made. The basis of allocation should have a direct cause and effect relationship to the amount of expenditure. The statistics used, such as average daily membership, should relate to the most recent preceding year.

GENERAL INSTRUCTIONS

Identification of Student Level:

In general, elementary refers to kindergarten through grade 7; secondary refers to grades 8 – 12. For the children with disabilities for whom a grade determination is not feasible, the assignment may be made.

1. by age, whereby ages 5 – 12 constitutes elementary and ages 13 – 21 are secondary;
2. by type of school attended, whereby those attending elementary or secondary schools are classified accordingly; or
3. by another means that is considered appropriate by the school district.

Assignment of Expenditures by Program Category:

Whenever possible, actual amounts of the State and local fund expenditures should be assigned to the four program categories and “Actual Expenditures” should be recorded in the column labeled “Basis of Allocation”. Amounts should be supported by records or documentation such as general ledger account balances or subsidiary ledgers. Actual Expenditures should be used for teacher salaries.

If actual expenditures are not known, an allocation may be made on an appropriate basis. The basis used should be identified in the column labeled “Basis of Allocation”.

In a case where the local education agency uses some other means to identify these amounts, such as when a portion of the costs can be specifically identified, a notation should be included on the reverse side of the form or on a separate page. In the case cited, the notation should identify costs which were known and the basis of allocating the remainder.

Detail Instructions

Contents of Columns

Column a: State and local combined expenditures – List the corresponding amounts from FORM JB.002A, step 1, Column f.

Columns b, d, f, h - Program categories – Enter the actual or allocated amount of expenditures for each of the four program categories. For each line these four columns must equal the amount in Column a.

Columns c, e, g, i – Percentages – Enter the percentage of the total expenditure which was included in the preceding column.

Basis of Allocation – describe the method used to determine the amounts recorded in columns b, d, f, h. Examples are “actual expenditures,” “average daily membership,” or “established time report.”

Computation of Per Student Expenditures

Divide each column total by the unduplicated number of students in that program category. Report the resulting expenditure per student on the appropriate form in the Special Education Annual Plan and Application for Certain funds.

TITLE VI – B
EXCESS COST DETERMINATION – STEP 1

State and Local Expenditures in School Year 20__ - ____

School Division Name _____

FUNCTION	ANNUAL SCHOOL REPORT CODE	TOTAL AMOUNT (a)	TITLE 1, TITLE VI- B, AND OTHER FEDERAL PROGRAMS FOR DISABLED (b)	FEDERAL, STATE, & LOCAL EXPENDITURES FOR:		EXCLUDED EXPENDITURES (b+c+d) (e)	STATE & LOCAL REGULAR & SPECIAL EDUCATION EXPENDITURES (a-e) (f)
				PROGRAMS FOR BILINGUAL EDUCATION (c)	PROGRAMS FOR EDUCATIONALLY DEPRIVED (d)		
Instruction	61000						
Classroom Instruction	61100						
Instructional Support – Student	61200						
Instructional Support – Staff	61300						
Instructional Support – Sch. Admin.	61400						
Administration and Attend. & Health	62000						
Administration	62100						
Attendance & Health Services	62200						
Attendance Services	62210						
Health Services	62220						
Psychological Services	62230						
Speech/Audiology Services	62240						
Pupil Transportation Services	63000						
Operation and Maintenance Services	64000						
School Food & Other Instruc. Oper.	65000						
COLUMN TOTALS							

TITLE VI – B**EXCESS COST DETERMINATION – STEP 2**

State and Local Expenditures in School Year 20 ____ - ____

School Division Name _____

FUNCTION	STATE & LOCAL REGULAR & SPEC. ED EXPENDITURES STEP 1, COL. F (A)	ELEMENTARY REGULAR EDUCATION EXPENDITURES (B)	% (C)	ELEMENTARY SPECIAL EDUCATION EXPENDITURES (D)	% (E)	SECONDARY REGULAR EDUCATION EXPENDITURES (F)	% (G)	SECONDARY SPECIAL EDUCATION EXPENDITURES (H)	% (I)	BASIS OF ALLOCATION
Instruction										
Classroom Instruction										
Instr. Support-Student										
Instr. Support-Staff										
Instr. Support-Sch. Admin.										
Admin. & Attend. & Health										
Administration										
Attend & Health Services										
Attendance Services										
Health Services										
Psychological Services										
Speech/Audiology Services										
Pupil Transportation Ser.										
Operation & Maint. Services										
School Food & Other Instr. Oper.										
COLUMN TOTALS										
NUMBER OF STUDENTS										
EXPENDITURE PER STUDENT										

APPENDIX C.

OBJECT CODE DESCRIPTIONS

(from instructions to the 2002-03 Annual School Report – Financial Section)

SECTION 6
Object Codes/Object Code Definitions
2002-2003 Annual School Report – Financial Section

1000	Personal Services
2000	Employee Benefits
3000	Purchased Services
4000	Internal Services
5000	Other Charges
6000	Materials and Supplies
7000	Payment to Joint Operations
8000	Capital Outlay
9000	Other Uses of Funds

Personal Services

All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period. Object codes displayed here are the only object codes that are valid on the Annual School Report template.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

- 1110 Administrative Salaries and Wages***
- 1111 Board Members Salaries and Wages***
- 1112 Superintendent Salaries and Wages***
- 1113 Assistant Superintendent Salaries and Wages***
- 1120 Instructional Salaries and Wages***
(Include teachers, instructional supervisors, and instructional specialists, including speech therapists who are considered instructors)
- 1122 Librarian Salaries and Wages***
- 1126 Principal Salaries and Wages***
- 1127 Assistant Principal Salaries and Wages***
- 1130 Other Professional Salaries and Wages*** (Include psychologist, social worker)

- 1131 School Nurse Salaries and Wages*** (Attendance & Health Function only)
- 1132 Attendance and Health – Psychologist*** (cost center 9 only)
- 1133 Technical Development*** (Technology and Contingency Reserve Function only – addresses implementation or modification of technology programs/applications for instructional or administrative purposes. Positions include data processors, telecommunications specialists, programmers, systems analysis and engineers.)
- 1140 Technical Salaries and Wages***
- 1141 Technical Support*** (Technology and Contingency Reserve Function only - addresses responsibility for supporting and maintaining the functionality of on-going technology applications, both instructional or administrative. Positions include software, hardware, and network support and maintenance personnel.)
- 1142 Operations and Maintenance – Security Guard*** (cost center 9 only)
- 1150 Clerical Salaries and Wages***
- 1151 Instructional Classroom – Teacher Aides***
- 1160 Trades Salaries and Wages***
- 1170 Operative Salaries and Wages*** (Include bus drivers)
- 1180 Laborer Salaries and Wages***
- 1190 Service Salaries and Wages***
- 1520 Substitute Salaries and Wages***
- 1620 Supplemental Salaries and Wages**
Overtime and supplements included in a contract for extracurricular activities, fixed travel supplements, coaching, and advanced educational degree supplements

**Denotes FTE codes that are included in function 69000 (new for the 2002-2003 ASR)*

2000 Employee Benefits

Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

- 2100 Federal Old-Age Insurance (FICA)**
Payments into the contribution fund for payment to the U.S. Treasury on behalf of old-age survivor's benefits (Social Security).
- 2210 VRS (Retirement)**
Payments into the trust fund of the Virginia Retirement System.
- 2300 Hospital/Medical Plans**
Payments on behalf of employees in a group insurance program providing hospital, medical, surgical, and/or dental coverage.
- 2400 Group Life Insurance**
Payments on behalf of employees for life insurance plans.
- 2500 Disability Insurance**
- 2600 Unemployment Insurance**
- 2700 Worker's Compensation**
- 2800 Other Fringe Benefits**
Include annual and sick leave payments for personnel who terminate employment. Also, report pension/retirement plans that are specific to your locality under this object code in the appropriate functions.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

1. Allocation by percentage of payroll dollars
2. Allocation by Head Count
3. Direct to Program or Activity

3000 Purchased Services

Services acquired from outside sources (i.e., private vendors, public authorities, or other governmental entities, including payments to state mental health/mental retardation institutions for the education of handicapped pupils and/or tuition payments to the Schools for the Deaf and the Blind that are made by the Virginia Department of Education on behalf of the school division). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

3410 Transportation Services Public Carriers

Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intracity transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

3420 Transportation Services Private Carriers

Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

3430 Transportation Services by Contract

Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

3800 Purchase of Service from Other Governmental Entities

Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. **Tuition payments to other local governments for a jointly operated center are not included here but are reported under "Payments to Joint Operations" (object code 7000).**

3810 Tuition Paid – Other Divisions In-State

3820 Tuition Paid – Other Divisions Out-of-State

3830 Tuition Paid – Private Schools

4000 Internal Services

Charges from an internal service fund to other activities/elements of the local government.

5000 Other Charges

5000 Other Charges

Include expenditures that support the use of programs. Include expenditures that would be charged under object codes 5100 through 5800, among other expenditures.

5001 Telecommunications

Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.

5100 Utilities

Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.

5200 Communications

Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 68000.) In addition, office telephone charges would be coded under this code; however, Internet access charges should be coded under object code 5001.

5300 Insurance

Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker's compensation, unemployment)

5400 Leases and Rentals

Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.

5500 Travel

5600 Contributions to Other Entities

Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3800) or payments to joint operations (which are reflected under object code 7000).

5700 Public Assistance Payments

Payments to individuals for public assistance programs (general government use only).

5800 Miscellaneous

For the 67000 function only, include capitalized lease payments for lease-purchase agreements.

6000 Materials and Supplies

Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized.

6000 Other Materials and Supplies

6002 Food Supplies

Food for human consumption.

6008 Vehicle and Powered Equipment Fuels

Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.

6009 Vehicle and Powered Equipment Supplies

Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.

6020 Textbooks

All textbooks and workbooks purchased to be used in the classroom.

6030 Instructional Materials

Books (not textbooks) and other materials.

6040 Technology Software/On-line Content

Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.

6050 Non-Capitalized Technology Hardware

Include expenditures for hardware or classroom technology equipment that is not capitalized.

6060 Non-Capitalized Technology Infrastructure

Include expenditures for technology infrastructure that is not capitalized.

7000 Tuition Payments to Joint Operations

Include tuition payments to the fiscal agent for operations that are jointly operated by two or more local governments. An operation is defined as jointly operated if the local governments have responsibility of ownership and policymaking. Policymaking may be handled directly by the local governing bodies or indirectly through an appointed board.

8000 Capital Outlay

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

8100 Capital Outlay Replacement

8110 Technology – Hardware Replacements

Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

8120 Technology – Infrastructure Replacements

Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

8200 Capital Outlay Additions

Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.

8210 Technology – Hardware Additions

Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

8220 Technology – Infrastructure Additions

Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voice-mail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.

THE FOLLOWING CODES DO NOT APPLY TO THE PART B APPLICATION

9000 Other Uses of Funds

This series of codes is used to classify transactions that are not properly recorded as expenditures of the LEA but require budgetary or accounting control. For function 67000, these include

redemption of principal and interest on long-term debt, housing authority obligations, and fund transfers. Used with governmental funds only.

9000 Other Uses of Funds

Include principal, interest, capitalized lease payments for lease-purchase agreements, and other debt-related expenditures.

9100 Redemption of Principal

Expenditures for principal on bonds, notes, and capitalized lease-purchase agreements.

9200 Interest

Expenditures for interest on bonds, notes, and capitalized lease-purchase agreements.

9300 Fund Transfers – Principal and Interest

Transfer of funds to a local governing body for debt service paid on behalf of the school division. This code is intended to capture debt service payments appropriated to the school division but transferred back to and paid by local governments.

9400 Fund Transfers – Deposits to Escrow

Transfer of funds to lottery or school construction escrow accounts. These escrow accounts are authorized by the *Code of Virginia*, Sections 22.1-100.1 and 22.1-175.1 and 175.2.

9500 Fund Transfers – Service Provided by Locality

Transfer of funds to the local governing body that cannot be recorded in the 3000 object series under activities 61100 to 66600 and 68000 to 69000. Examples of services provided by a locality are: (1) school resource officers; (2) vehicle maintenance; (3) payroll, accounting, and purchasing services; (4) information technology; and (5) legal services.

9600 Fund Transfers – Capital Purchased by Locality

Transfer of funds for capital purchases made by the local governing body on behalf of the school division that cannot be recorded in the 8000 series object code under activities 61100 to 66600 or 68000 to 69000.

9700 Fund Transfers – Transfer to Regional Program

Include transfers of state funds to a regional vocational, special education, or alternative education program or to a regional Academic Year Governor's school. This code should only be used when a school division is acting as a fiscal agent for a regional program. In its role as a fiscal agent, the school division will use this code to "pass-through" state funding to a regional program. This code should not be used by a school division to account for funding that is directly related to the division's participation in a regional program. Codes 7000 and 3810 are to be used for this purpose.

9800 Fund Transfers – Other

Transfer of funds for items that cannot be recorded in codes 9400 through 9700. If you intend to use this code to report data, it is recommended that you contact the department to discuss use of this code prior to submission of the ASR.

SECTION 3

INSTRUCTIONS AND APPLICATION FOR IDEA PART B SECTION 619 FUNDS (PRESCHOOL FUNDS)

(Grant Period: July 1, 2006 – Sept. 30, 2008)

PROPOSAL SUMMARY
2006-2007 EARLY CHILDHOOD SPECIAL EDUCATION GRANT
APPLICATION

(Grant Period: July 1, 2006 – Sept. 30, 2008)

LEA/SOP: _____

Mailing Address: _____

ECSE Contact Person: _____

Title: _____

Phone: (_____) _____

Email: _____

Provide the following information IF this is a JOINT APPLICATION:

Amount Allocated to LEAs if Joint Application \$ _____

COOPERATING SCHOOL DIVISIONS	AMOUNT ALLOCATED
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
TOTAL	\$

FORM SE006 – *PROPOSED* PROJECT BUDGET (following page)

Complete Form SE006, column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. Descriptions of object code categories are provided in appendix D with the 611 flow-through grant section). In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the applicant agency who have responsibility for completing the Annual School report – Finance Section.

Provide information on proposed out-of-state/county travel to be supported with grant funds.

Note: where equipment items and/or travel details are not known at the time this application is submitted, applicants may budget for equipment and travel and seek specific approval at a later date (prior to purchase or travel).

**VIRGINIA DEPARTMENT OF EDUCATION
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 619, Preschool Funds (July 1, 2006 – September 30, 2008)

Applicant Name: _____ Applicant 3-digit Code Number: _____
 Contact Person Name: _____ Contact Person Title: _____
 Telephone No.: _____ E-mail: _____ Fax No.: _____

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) PROPOSED BUDGET AMOUNT	(D) FOR DOE USE ONLY
Personal Services	1000		
Employee Benefits	2000		
Purchased Services	3000		
Internal Services	4000		
Other Charges	5000		
Materials/Supplies	6000		
Joint Operations	7000		
Capital Outlay (list below)	8000		
<u>TOTAL PROPOSED BUDGET</u>			

Proposed Equipment: (List items costing \$5,000 or more):

Proposed Out-of-State/Country Travel (destination, purpose, estimated cost, # of people):

DO NOT WRITE BELOW THIS LINE – DOE USE ONLY

Date Received:	Total Award Amount: \$	Grant Manager:
Date Approved:	DOE Award #:	Payee Code #:
SEA Official:	CFDA#:	Proposal Modified: Y / N
Project Code:	Fed. Award #:	In the Amount of: \$

Form SE006 (11/05)

LEA/SOP

**2006-2008 619 GRANT - EARLY CHILDHOOD SPECIAL EDUCATION
PROJECT AND BUDGET DESCRIPTION**

In narrative format, provide a general description and budget outline of the goods and services to be purchased with the IDEA, Part B, Section 619, ECSE funds listed in the previous section.

LEA

2006-08 PART B, SECTION 619, SET-ASIDE CALCULATION

IDEA requires that each school division spend a proportionate amount of its Section 619 ECSE funds on special education students who are unilaterally enrolled by their parents in private schools. **Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools.** For example if the population of ECSE students with disabilities parentally-placed in private schools in an LEA's jurisdiction comprises 2 percent of the total population of Early Childhood Special Education students in the LEA, then the LEA must set aside a total of 2 percent of its ECSE funds for that population. Complete the worksheet below to determine your school division's required private school set-aside. The set aside for Early Childhood Special Education age children is based on the number of children ages 3-5.

The set-aside is intended for ECSE children who are attending private schools or are home schooled. Children who are preschool age and ***being served in childcare centers*** should not be included in the calculation of the private school set-aside. Any ECSE age child who is attending a private school, e.g. Montessori or private kindergarten, should be included in calculating the private school set aside. ***If the facility has a license to operate a day care center it should not be considered a private school.***

(Show calculation even if there are no children in private school/home-schooled placements)

1. Formula for determining set-aside

Number of parentally placed children, aged three to five, with disabilities in private schools:

- a. # eligible children, aged three to five, inclusive, in private schools receiving services on 12/1/05 (use 12/1/05 Child Count data as the source for this entry) _____
- b. # eligible children, aged three to five, inclusive, in private schools not receiving services on 12/1/05 _____
- c. total eligible children, aged three to five, inclusive, with disabilities placed by parents in private schools (a+b) _____

Total number of eligible children, aged three to five, with disabilities in jurisdiction:

- d. # eligible children, aged three to five, inclusive, receiving services on 12/1/05 (use 12/1/05 Child Count data as the source for this entry) _____
- e. # eligible children, aged three to five, inclusive, not receiving services on 12/1/05 (same number as line b. above) (same as b) _____
- f. total number of eligible children with disabilities, aged three to five, inclusive, in jurisdiction (d+e) _____

Amount of required private school set-aside:

(_____ / _____) X \$ _____ = \$ _____
line c divided by line f multiplied by ECSE allocation equals set-aside

2. Description of services: **List the services to be provided with the private school set-aside (ECSE application)**
3. Describe how the school division will meet the Federal requirements for participation of students enrolled in private schools, i.e., the school divisions decision as to what services and which children will be served with the set aside.
4. Describe the time frame for consultation with representatives of private school children.
5. Describe evidence that the LEA has initiated contact with officials of all private schools in the agency's jurisdiction (such evidence may include a log of contacts, copies of correspondence, etc.).
6. Describe how representatives of private school children were consulted in the development of the project if those officials so desired. Included a summary of the recommendations of the representatives of private school children.
7. Indicate the number of students enrolled in private schools who have been identified as eligible to receive benefits under the program.
8. Indicate the number of students enrolled in private schools who will receive benefits under the program.
9. Identify the places and times that the students will receive benefits under the program.
10. Identify the differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the difference.
11. Describe how the services will be evaluated.
12. Describe the consultation with representatives of private school children on how to conduct the count of private school children.

APPENDIX D

INSTRUCTIONS

619 GRANT

EARLY CHILDHOOD SPECIAL EDUCATION APPLICATION

(Grant Period: July 1, 2006 - Sept. 30, 2008)

INSTRUCTIONS FOR COMPLETING THE APPLICATION FOR SECTION 619 EARLY CHILDHOOD SPECIAL EDUCATION GRANT FUNDS

PROJECTED GRANT AWARD

Every attempt has been made to streamline the process of applying for local preschool funding through IDEA, Part B, Section 619. Please be aware that the Department of Education will continue to be responsible for assuring that the funds are used appropriately. Reimbursement requests will be monitored closely for appropriate use of funds. If you have any questions about the appropriateness of a proposed use of these funds, please refer to the Handbook of Procedures and Forms (available at the following URL: <http://www.doe.virginia.gov/VDOE/spedfinance/>) and/or contact the Office of Special Education for guidance.

The amount of 619 funds to be allocated to your school division/SOP is based on a revised formula required under the IDEA Amendments of 1997. **We recommend that you base your 2006-7 budget on the same amount received in your 2005-06 award.**

Only the application pages for each grant are required to apply for ECSE funds. Please do not submit these directions, appendices, or the Supts. Memo with your application. **Applications must include original signature(s).**

PROPOSAL SUMMARY

LEA/SOP: (mailing address, name of contact person and phone number): List the proposed amount to be awarded to your division by the Department of Education (see Appendix E.). Where several divisions are applying jointly, list the fiscal agent and all pertinent information.

Cooperating Divisions: List the names of all those divisions involved when applying jointly (no addresses are necessary). List the amount each division has been allocated.

PROJECT BUDGET – Provide information requested on the forms.

Form SE006: This form must be completed with approximate amounts. The total must equal the proposed amount to be allocated to the local school division. The only proposed expenditures that must be itemized are those to be included under Capital Outlay, Category 8000. For requirements regarding expenditures, please refer to the HANDBOOK OF PROCEDURES AND FORMS available on the Department of Education's Web site. If there is a question about approvable expenditures, please call the Department prior to expenditure to avoid unnecessary frustration. Descriptions of object codes are provided in APPENDIX D

PROJECT AND BUDGET DESCRIPTION

Provide detailed narrative description of program/services being funded and budget as indicated.

PROPOSED CAPITAL OUTLAY EXPENDITURES

Proposed Capital Outlay: If funds are allocated for Capital Outlay on Form SE006, this page must be completed.

SET-ASIDE FOR EARLY CHILDHOOD SPECIAL EDUCATION AGE CHILDREN ATTENDING PRIVATE SCHOOLS

IDEA requires that each school division spend a proportionate amount of its Section 619, Early Childhood Special Education funds on special education students who are unilaterally enrolled by their parents in private schools. **Children who are home schooled by their parents should be treated the same as children placed in private or parochial schools. Complete this section even if there are no children presently being served in this category. Describe the process you use to notify the public about the availability of services.**

SCHOOL DIVISION SERVICE DELIVERY STATUS SURVEY has been eliminated due to the new data collection requirements on the State Plan (SPP). December 1 child count data and the SPP data will be used to collect the service delivery information.

APPENDIX E

SUGGESTIONS FOR APPROPRIATE USE OF EARLY CHILDHOOD SPECIAL EDUCATION FUNDS

SUGGESTIONS FOR APPROPRIATE USE OF EARLY CHILDHOOD SPECIAL EDUCATION FUNDS

ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY:

Includes corner chairs, prone standers, wheelchair inserts, bolsters and wedges, therapy equipment, adaptive toys and switches, augmentative/alternative communication devices, and other specialized equipment and assistive technology for use by ECSE students during the hours they are in school.

CHILD FIND:

Includes expansion of Child Find activities (e.g., screening, publicity, materials) specifically for use in identifying preschoolers with disabilities. May include a Child Find Coordinator's salary and benefits if it has not been funded previously from state or local monies.

CLASSROOM FURNITURE:

Includes child-sized furniture and storage units for an early childhood special education program.

COMPUTERS:

Includes computer hardware for direct use by ECSE students.

DIAGNOSTIC SERVICES:

Includes cost of diagnostic services for preschoolers beyond the level of expenditure for the total ECSE program in any prior year.

INSTRUCTIONAL MATERIALS:

Includes classroom supplies, books, toys, and puzzles, assessment instruments, manipulatives, therapy materials, instructional software, computer adaptations, adaptive toys and switches, laundry and cleaning supplies, disposable gloves, and other materials necessary for the day-to-day operation of educational services to ECSE students.

INTEGRATION:

Includes activities designed to integrate ECSE students with their peers without disabilities. May include tuition payments for children, rental of classroom space for an early childhood special education classroom in a community-based early childhood program, and in-service training or personnel involved in or planning for integrated service delivery.

LOCAL COORDINATION:

Includes activities for coordination of early intervention activities at the local level. May include staff time to attend Local Interagency Coordinating Council for Part C, Early Intervention meetings, coordination with Head Start or other early childhood providers, or joint in-service activities for the purpose of planning and developing a comprehensive service delivery system in the community, if such activities have not previously been funded from state or local monies.

OCCUPATIONAL, PHYSICAL, OR SPEECH-LANGUAGE THERAPY:

Includes therapy beyond the level of expenditure for the total ECSE program in any prior year. The division must be able to document this increased level of service.

OUTDOOR EQUIPMENT:

Includes permanent and portable playground equipment, resilient surfaces, riding toys, sandboxes, and other instructional equipment for outdoor use. Equipment must be suitable for children ages 2-5.

PARENT SERVICES:

Includes parent in-service, books and periodicals for a parent library, and a pro rata contribution to a local Parent Resource Center based on the proportionate number of ECSE students in the local division. May include reimbursement to parents for costs associated with participation in conferences and workshops. Does not include payment to parents to attend workshops or seek family counseling.

PROGRAM EVALUATION:

Includes summative and formative program evaluation activities for the purpose of program improvement or expansion. A third party evaluator could be engaged to conduct an evaluation or a portion of staff time could be allocated for this activity.

SALARIES FOR ECSE ADMINISTRATORS, TEACHERS, AND PARAPROFESSIONALS:

Includes salaries and fringe benefits for administrator, teacher and paraprofessional positions for early childhood special education programs over and above the expenditures in any previous year. Funds proportionate to the amount of time devoted to ECSE programs may also be used for positions only partially working in ECSE programs. Divisions which have paid teacher and/or paraprofessional salaries out of Part B funds may use Section 619, Early Childhood Special Education Grant funds for those expenditures.

TEACHER STIPENDS/STAFF DEVELOPMENT:

Includes travel, food, lodging, registration fees, and substitute teacher wages for ECSE teachers (special and general if students with disabilities are assigned to their classrooms (to attend in-service offerings, professional conferences, and specialized training related to early childhood special education. Please note that any out-of-state travel must have prior approval from the DOE and that all travel expenses must adhere to State Travel Regulations. (See page 28 of the Handbook) May also include reimbursement for unendorsed Early Childhood Special Education teachers to take course work toward early childhood special education (ECSE) endorsement, at the discretion of the local superintendent.

TRANSITION:

Includes activities for transition to and from early childhood special education programs. May include transition materials for parents and staff, joint in-service with sending and receiving programs, staff release time to attend planning and evaluation meetings, and other transition activities.

TRANSPORTATION:

Includes transportation of preschool children to and from programs or related services, transportation of staff to and from home-based or community-based programs, and parent transportation when needed to promote parental involvement in their child's education. This should not supplant the basic per pupil transportation allowance available through state funds.